Part IV

Principle Two:
Establishing Performance Measures

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A grant recipient's program shall be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.[1]

1. **Goals should focus on program impact and outcome data.** While descriptive information about program implementation (e.g. information about the number of hours of instruction or number of students served) is an important part of efforts to replicate an effective program or to make sure that a newly designed intervention is being implemented as designed, goals that focus exclusively on those issues will not help determine if the programs and activities being implemented are making a difference in the behavior or attitudes of students being served. For Example, it is not sufficient to set goals for how many students will be served by a program, but rather for the positive, measurable impact on the students that will be achieved.[2]

2. We only require measurable goals for programs being implemented and funded with Title IV – SDFSCA funds. That is, the target population that is a subset of the student population or affected group.[2]

3. Districts need not develop goals for both drug use and violence prevention if the district has decided, based on a thorough need assessment, to establish a priority for programs designed exclusively to prevent either drug use or violence.[2]

4. Program outcomes are changes in youth behavior, and/or attitudes that are related to drug use or violent behavior.[2]

While it may be important to establish goals to measure other variables or elements related to program implementation, program goals must include some goals that focus on **changes in youth behavior, and/or attitudes related to drug use or violent behavior.**

We have written measurable goals that are:

Specific, measurable, action oriented, realistic and times

Inclusive of at least one goal relating to changing youth behavior, and/or attitudes

Based on program implementation (process objectives)

Designed for the target population

Definitions Relating to Goals and Objectives[3]

GOAL: A goal is a statement in *general* terms of the desired effects the program will have on its participants. It is a broad statement of the desired change in level of knowledge, skills, attitudes or behavior. Goals are more general than objectives and often encompass the purposes of multiple objectives. Although goals often encompass several objectives, they should contain only one main idea.[3]

Example: Students' attitude about the health risks of alcohol use will improve after participation in the Life Skills Curriculum.[4]

OBJECTIVE: A statement that must be related to one or more outcome goals, and state, in specific terms, the desired effect the program will have on participants. It is a narrow statement of exactly who and what will change during a given time period. Whenever possible, this should be a quantifiable statement; it should include measurable numbers. **It usually takes multiple objectives to reach a single goal.** Each objective should contain only one idea.[3]

Example: 20% of students will indicate improved attitudes concerning the risks of teenage alcohol use.[4]

Process objectives: Process objectives and measures deal with the administrative and operational procedures of your coalition or activity. Process objectives and measures refer to the intermediate steps needed to accomplish an activity.[3]

Impact objectives: Impact objectives and measures state the anticipated immediate, short-term change in the target population's knowledge, skills, attitudes and/or behaviors as a result of the activity.[3]

Outcome objectives: Outcome objectives and measures state the anticipated lasting, long-term change in the target populations' knowledge, skills, attitudes and/or behaviors as a result of the participation in that activity.[3]

MEASURE: A measure is a statement of what one is going to measure relating to a specific objective and how it will be measured.[3]

Example: 20% of students will indicate improved attitudes concerning the risks of alcohol use on a post-survey.[4]

Guidelines for Setting Measurable Goals and Objectives[3]

During this stage, you are clarifying initial program goals and objectives in order to use them during the evaluation process. Goals and objectives for work-plans should form the foundation of the evaluation process.

1. **Goals and objectives should be directly tied to program activities.** Review the content of you program – the specific information provided, topics/issues addressed, skills demonstrated, etc. Make sure that your goals and objectives are consistent with the content areas of your program and the specific message(s)/theme(s) that you are trying to accomplish.[3]

2. **Goals and objectives should be measurable.** *If the magnitude or quantity of something can be determined,* either through observation or survey, then it can be classified as measurable. Goals and objectives statements about desired participant change. In order to assess change, it must be possible to determine the *magnitude or quantity* of the characteristic(s) the program hopes to change in participants, both before the program begins and after the programs ends.[3]

3. **Make sure goals and objectives are meaningful for everyone in the participant group.** For every program, there are individuals or groups that are expected to benefit from program participation. Goals and objectives can vary substantially for subgroups within general populations. It is necessary to determine **precisely** who the audience is and to develop goals and objectives which apply to everyone in that group. If there are two or more participant groups, separate goals and objectives may have to be outlined for each one.[3]

4. **Each goal and objective should contain only one idea.** Separating ideas will enable assessment of the progress toward each goal and objective individually. This will be helpful in determining which aspect of the program are effective and which require more work.[3]

5. **The statement of goals and objectives should be easy to understand.** Goals and objectives should communicate a clear sense of direction. It is best to avoid difficult grammatical construction and internal program or professional jargon. The general public should be able to make sense of goals and objectives.[3]

6. **Goals and objectives should be realistic given the level of intensity of the program.** Do not try to promise more than the program can reasonable deliver. Look at the program content, as well as length and frequency of contact with participants. A one-hour educational assembly on myths and facts about adolescent pregnancy may be sufficient to increase awareness and build basic knowledge. However, it may not be sufficient to produce long-term behavior change.[3]

7. **Avoid borrowing goals and objectives from other programs if they appear to be**

similar. Goals and objectives often contain subtle details that do not translate well into other programs. It is worth taking the time to construct one's own goals and objectives so they reflect the values, priorities and expectations of individual programs.[3]

8. **Make writing goals and objectives a positive experience.** Clarifying goals and objectives can be an invigorating process. It helps those involved in the program prioritize what they care about and hope to accomplish. It can be a tool for helping program staff focus and realize their ideals.[3]

☑ Goals and Objectives Checklist[3]

Are the goals and objectives directly tied to program activities?

Are the goals and objectives outcome-related, i.e. do they state changes or effects that the program will have on participants?

Are the goals and objectives measurable, that is, will it be possible to know if and when they have been achieved?

Are the goals and objectives realistic given the program's level of intensity?

Do the goals and objectives apply to all participants in the program?

Do the goals and objectives contain only one idea?

Do the goals and objectives represent the priorities of those who develop and administer the program and services? Is there a consensus on these priorities?

Is each goals and objective stated clearly and concisely?

Sample Goals and Objectives[4]

Objective 1 – Drug and Education Curriculum

ODCP Program Area: Drug Education Planning:

Measurable Goals or Objectives –
Students participating in drug prevention curriculum will:

A. Improve their attitude concerning the risk of alcohol intoxication by 10%
B. Reduce their reported alcohol and other drug use by 10%
C. Improve their attitude towards school by 10%.

Sample Goals and Objectives[4]

Objective 2 – Violence Prevention Curriculum

Program Areas: Violence Prevention Programming, Law Enforcement Partnerships, Peer
Programs

Measurable Goals or Objectives –
Students participating in violence prevention curriculum will:

A. Improve their attitude toward solving problems without violent behavior by 10%
B. Improve their behavior toward solving problems without violent behavior by 10%.
C. Reduce disruptive behavioral referrals to principles office by 10%.

Sample Goals and Objectives[4]

Objective 3 – Mentoring

Program Areas: Drug Prevention Education Planning, Violence Prevention Programming,
After School Prevention Programming, Law Enforcement Partnership, Peer
Programs.

Measurable Goals or Objectives –
Students participating in mentoring program will:

A. Improve their attitude towards schools by 10%.
B. Improve their attitude toward abstinence from alcohol or other drugs by 10%.
C. Improve their behavior toward abstinence from alcohol or other drugs by 10%.
D. Improve their attitude towards solving problems without violent behavior by 10%.
E. Improve their behavior towards solving problems without violent behavior by 10%.

Source Citations for Principle One:
Assessment of Objective Data and Evaluation

1. H.R. 1, the No Child Left Behind Act of 2001, Title IV – 21st Century Schools, Part A: Safe and Drug-Free Schools and Communities Act (Public Law 107-110).

2. Michigan Department of Community Health, Office of Drug Control Policy, 1999.

3. Michigan Department of Community Health, Office of Drug Control Policy, 1999.

4. Michigan Public Health Institute, *Evaluation Regional Assistance Clinic.* March 16, 1999.

5. Kent Intermediate School District, *Evaluation Plan: Safe, Drug-Free Schools and Communities Act.*

6. Lisa Rutherford, Kent Intermediate School District, *Evaluation Resources,* January 10, 2000.